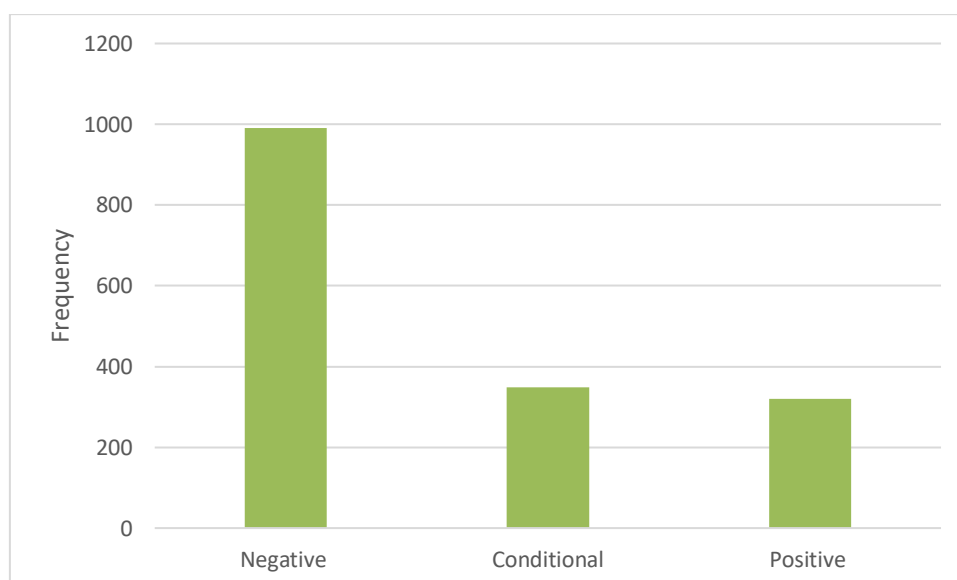


Sentiment Analysis

This presents a brief quantitative analysis of sentiments surrounding the implications of the proposals. This draws on an analysis of responses to question 1, which asked respondents:

What implications would there be for learners, parents / guardians / carers and schools if all learners were required to receive Religious Education (RE) and / or Relationships and Sexuality Education (RSE) lessons in the new curriculum?

We recorded where respondents expressed viewpoints that highlighted **explicitly and wholly** positive or negative implications. The most common response was negative, with 991 recorded cases (59.7 per cent); 349 were conditional, expressing both positive and negative implications (21 per cent); and 320 were found to be positive (19.3 per cent):



There are two important points to consider in interpreting these results:

- It is an assumption that those who raised negative implications do not support the proposals, as many were explicit in highlighting their objections. The consultation did not however explicitly ask respondents whether they support or object to the proposals overall. Therefore, this analysis may overestimate negative sentiments, such as those respondents that are not wholly against the proposals but chose to raise particular concerns about certain implications.
- Respondents as a whole are unlikely to be representative of the broader community. Again, it is prudent to make the assumption that those opposed to the reforms had greater incentive and are more likely to have responded than those with indifferent or positive views. Therefore, this analysis may present a misleading picture of the true sentiments of parents, carers and the broader education community as a whole.